

	Unacceptable value: 0	Acceptable value: 1	Target value: 2	Score/Level
2.5 Candidate Attitudes: Connections	2.5: Show a lack of understanding of how the English language arts curriculum, teachers, students, and education in general are influenced by culture, social events, and issues;	2.5: Make meaningful connections between the ELA curriculum and developments in culture, society, and education	2.5: Make meaningful and creative connections between the ELA curriculum and developments in culture, society, and education;	
3.2.1 Candidate Knowledge: oral, visual, and written literacy	3.2.1 Demonstrate a lack of understanding of the influence that language and visual images have on thinking and composing	Use their understanding of the influence of language and visual images on thinking and composing in their own work and in their teaching	3.2.1 Create opportunities and develop strategies that permit students to demonstrate, through their own work, the influence of language and visual images on thinking and composing.	
3.2.2 Candidate knowledge: oral, visual, and written literacy	3.2.2 Show infrequent use of writing, speaking, and observing throughout the program as major forms of inquiry, reflection, and expression;	3.2.2 Use writing, speaking, and observing as major forms of inquiry, reflection, and expression in their coursework and teaching;	3.2.2 Create opportunities and develop strategies for enabling students to demonstrate how they integrate writing, speaking, and observing in their own learning processes	
3.2.5 Candidate Knowledge: language structure and conventions	3.2.5 : Show little knowledge of language structure and conventions in creating and critiquing print and nonprint texts;	3.2.5: Demonstrate their knowledge of language structure and conventions by creating and critiquing their own print and nonprint texts and by assisting their students in such activities;	3.2.5: Use a variety of ways to assist students in creating and critiquing a wide range of print and nonprint texts for multiple purposes and help students understand the relationship between symbols and meaning	
3.6.1 Candidate Knowledge: influence of media	3.6.1: Exhibit a lack of understanding of the influence of media on culture	3.6.1: Understand how media can influence constructions of a	3.6.1: Understand media's influence on culture and people's actions and	

	and on people's actions and communication;	text's meaning, and how experiencing various media can enhance students' composing processes, communication, and learning;	communication, reflecting that knowledge not only in their own work but also in their teaching;	
3.6.2 Candidate knowledge: ability to construct meaning	3.6.2: Show little understanding of how to construct meaning from media and nonprint texts	3.6.2: Show an ability to construct meaning from media and nonprint texts, and to assist students in learning these processes;	3.6.2: Use a variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrate learning opportunities into classroom experiences that promote composing and responding to such texts;	
3.6.3 Candidate knowledge: incorporate technology	3.6.3: Demonstrate limited knowledge of how to incorporate technology and print/nonprint media into instruction	3.6.3: Incorporate technology and print/nonprint media into their own work and instruction;	3.6.3: Help students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use current technology to enhance their own learning and reflection on their learning.	
4.6 Candidate Pedagogy: Critical analysis of technology	4.6: Show limited ability to enable students to respond critically to different media and communications technologies	4.6: Engage students in critical analysis of different media and communications technologies;	4.6: Engage students in critical analysis of different media and communications technologies and their effect on students' learning;	